

GRADE LEVEL CONTENT EXPECTATIONS

2 ELA

v. 6.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan's Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discrete layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan's students. The art of teaching is what makes the content of learning become a reality.

Phonemic Awareness

Students will...

R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning.

Phonics

Students will...

R.WS.02.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.

R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context

- letter/sound
- onset and rimes
- whole word chunks
- word families
- long and short vowels
- digraphs *wh, ph*
- irregular vowels *ei, ie, ea, ue*.

Word Recognition

Students will...

R.WS.02.05 Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.

R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3.

R.WS.02.07 Make progress in acquiring the Dolch First 1000 words for mastery in grade 5.

R.WS.02.08 Use strategies to identify unknown words and construct meaning

- reread a sentence or paragraph when meaning is unclear
- use context as a basis for predicting meaning of unfamiliar words
- increase bank of known sight words
- use subvocalization to sound out unknown words.

R.WS.02.09 Begin to internalize previously learned skills and strategies.

Vocabulary

Students will...

R.WS.02.10 Use syntactic and semantic cues

- reading context, picture clues
 - prefixes *re-, un-*
 - suffixes *-s, -ed, -ing*
- to determine the meaning of words in grade level appropriate texts.

R.WS.02.11 Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).

R.WS.02.12 Determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources.

R.WS.02.13 Use context clues, mental pictures, questioning.

Fluency in Reading

Students will...

R.FL.02.01 Read aloud using intonation, pauses, and emphasis.

R.FL.02.02 Use punctuation cues (periods and questions marks).

R.FL.02.03 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.

R.FL.02.04 Recognize identified grade 2 high frequency words and sight words.

Narrative Text

Students will...

R.NT.02.01 Discuss and describe the similarities of plot and character

—in literature and other texts from around the world that have been recognized for quality and literary merit.

R.NT.02.02 Identify and describe a variety of genre including

—poetry

—fantasy

—legends

—drama.

R.NT.02.03 Identify and describe

—characters' actions and motivations

—setting (time and place)

—problem/solution

—sequence of events.

R.NT.02.04 Identify and explain how authors/illustrators use literary devices

—illustrations to depict major story events

—title

—comparisons (metaphor/simile) to reveal characters' thoughts and actions.

R.NT.02.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.

Informational Text

Students will...

R.IT.02.01 Identify and describe a variety of informational genre including

- simple how-to books
- personal correspondence
- science and social studies magazines.

R.IT.02.02 Discuss informational text patterns

- sequential
- enumerative.

R.IT.02.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas

- boldface type
- graphs
- maps
- diagrams
- charts.

R.IT.02.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.

Comprehension

Students will...

R.CM.02.01 Activate prior knowledge.

R.CM.02.02 Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.

R.CM.02.03 Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.

R.CM.02.04 Make text-to-self and text-to-text connections and comparisons.

R.CM.02.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.

R.CM.02.06 Map story elements across texts.

R.CM.02.07 Graphically represent key ideas and details across texts.

R.CM.02.08 Ask questions as they read.

R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.

Metacognition

Students will...

- R.MT.02.01** Self-monitor comprehension when reading grade level appropriate text.
- R.MT.02.02** Recognize when meaning is breaking down.
- R.MT.02.03** Use strategies to increase comprehension.
- R.MT.02.04** Make credible predictions.
- R.MT.02.05** Construct mental images representing ideas in text.
- R.MT.02.06** Ask questions before, during, after reading.
- R.MT.02.07** Re-read or listen again if uncertain about meaning.
- R.MT.02.08** Make inferences.
- R.MT.02.09** Summarize.
- R.MT.02.10** Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
- R.MT.02.11** Use context as a basis for predicting meaning of unfamiliar words.
- R.MT.02.12** Use Venn diagrams to compare and contrast.
- R.MT.02.13** Use paragraphs to indicate a sequence of ideas.
- R.MT.02.14** Discuss which comprehension strategies worked and did not work with moderate teacher guidance.
- R.MT.02.15** Determine which resources contain appropriate information using teacher- and student-generated criteria.

Critical Standards

Students will...

- R.CS.02.01** Develop and discuss shared standards.
- R.CS.02.02** Begin to self-assess the qualities of personal or other written text with teacher guidance.

Reading Attitude

Students will...

- R.AT.02.01** Be enthusiastic about reading and learning how to read.
- R.AT.02.02** Do substantial reading and writing on their own during free time in school and at home.

WRITING

Writing Genres

Students will...

W.GN.02.01 Write realistic fiction, fantasy, and/or a personal narrative that

- depicts major story events
- uses illustrations to match mood
- contains setting, problem/solution, and sequenced events.

W.GN.02.02 Approximate poetry based on reading a wide variety of grade level appropriate published poetry.

W.GN.02.03 Produce a magazine feature article using an organizational pattern such as

- description
- enumeration
- sequence
- compare/contrast

that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.

W.GN.02.04 Develop two research questions related to a teacher-selected topic.

W.GN.02.05 With teacher assistance,

- gather resources (electronic and/or print)
- organize information using key ideas
- use the writing process to produce and present the final project.

Writing Process

Students will...

W.PR.02.01 Consider audience and purpose for writing.

W.PR.02.02 Begin to use styles and patterns derived from studying authors.

W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern

- problem/solution
- sequence
- description
- compare and contrast.

W.PR.02.04 Write two paragraph clusters, each containing a main idea and some supporting details.

W.PR.02.05 Write in first and third person based on genre type and purpose.

W.PR.02.06 Narrow down a broader story idea to focus on only one aspect of the total idea.

W.PR.02.07 Use a sequenced organizational pattern with

- grade level appropriate grammar
- usage
- mechanics
- temporary spellings that reflect a close approximation of the sequence of sounds in the word.

Writing Process (continued)

Students will...

W.PR.02.08 Constructively and specifically respond orally to the writing of others.

W.PR.02.09 Identify sections of their own text that need to be revised using

- reorganization
- additions
- deletions
- appropriate use of transitions.

W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.

W.PR.02.11 Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.

Personal Style

Students will...

W.PS.02.01 Develop personal style in oral, written, and visual messages

- narrative - descriptive language, use of imagination, varying sentence beginnings
- informational - facts, effective conclusions.

Grammar and Usage

In the context of writing, students will...

W.GR.02.01 Correctly use

- complete and compound sentences
- nouns and verbs
- commas
- contractions
- colons to denote time
- capitalization.

Spelling

In the context of writing, students will...

W.SP.02.01 Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use

- structural cues (letter/sound, rimes)
- environmental sources (word walls, word lists).

Handwriting

Students will...

W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.

Writing Attitude

Students will...

W.AT.02.01 Be enthusiastic about writing and learning to write.

Students will...

S.CN.02.01 Use more complex conjunctions (although, instead of, so that).

S.CN.02.02 Use nominative and objective case pronouns.

S.CN.02.03 Use common grammatical structures—subject/verb agreement, pronoun/noun agreement.

S.CN.02.04 Explore and use language to communicate effectively with a variety of audiences and for different purposes such as

—questions and answers

—discussions

—social interactions.

S.CN.02.05 Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations.

S.CN.02.06 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)

S.CN.02.07 Be aware that language differs from school and home as a function of linguistic and cultural group membership. (They can provide examples of language differences in the community.)

Spoken Discourse***Speaking clearly and audibly in complete sentences, students will ...***

S.DS.02.01 Engage in substantive conversation

—remaining focused on subject matter

—with interchanges building on prior responses

—in the context of book discussions, peer conferencing, or other interactions.

S.DS.02.02 Tell/retell stories (poetry, folk literature, drama) using

—story grammar

—elaborated information about characters

—characters' actions and motivations

—setting (time and place)

—plot

—setting as related to plot

while maintaining appropriate intonation and tone of voice.

S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.

S.DS.02.04 Plan and deliver presentations or reports

—using an informational, organizational pattern (description, cause and effect, compare and contrast)

—using appropriate text features (illustrations, pictures)

—providing supportive facts and details to make their point reflecting the source of information

—using appropriate props

—maintaining appropriate intonation and tone of voice.

LISTENING & VIEWING	Conventions
	<p><i>Students will...</i></p> <p>L.CN.02.01 Give, restate, and follow three- and four-step directions.</p> <p>L.CN.02.02 Ask appropriate questions during a presentation or report.</p> <p>L.CN.02.03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</p> <p>L.CN.02.04 Listen to the comments of a peer and respond on topic and add a connected idea.</p> <p>L.CN.02.05 Use effective listening and viewing behaviors in large and small group settings</p> <ul style="list-style-type: none"> —eye contact —attentive —supportive. <p>L.CN.02.06 Begin to evaluate the messages they experience in broadcast and print media.</p> <p>L.CN.02.07 Distinguish between factual and opinion (advertising hype, propaganda).</p>
	Response
	<p><i>Students will...</i></p> <p>L.RP.02.01 Listen to or view and discuss a variety of genres.</p> <p>L.RP.02.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.02.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.</p>